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ABSTRACT

In response to increased interest in early childhood programs, this report, prepared by the Pennsylvania Department of Public Instruction, presents the goals of kindergartens and the rationale for their existence. Both supportive and nonsupportive statements on compulsory kindergarten are included. Child development charts describe the physical, emotional, social, intellectual, and language characteristics and needs of 4-, 5-, and 6-year-olds, and suggest ways in which the kindergarten tries to meet these needs. Included is a list of desirable personality characteristics of kindergarten teachers, a list of suggested equipment, and a checklist of criteria for evaluating a good kindergarten. (NH)

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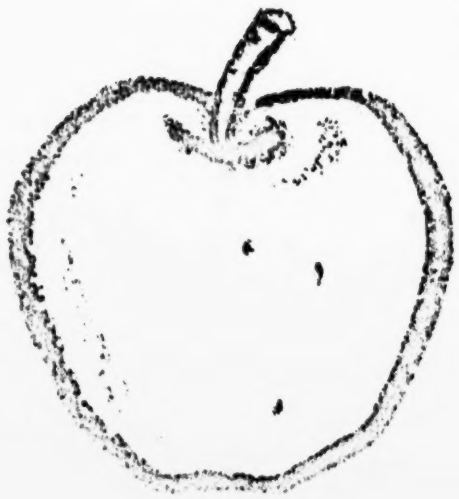

Materials For Kindergarten

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FOREWORD

Kindergarten is a somewhat unique but none-the-less integral part of the total program of education. It is an attractive environment in which the educational focus of the program is upon children; an environment especially adapted to their social, emotional, physical and intellectual growth. The express purpose of the kindergarten is to recognize and to meet the individual and collective needs of the group insofar as possible.

Through a pressure-free atmosphere the kindergarten encourages investigation, experimentation, experiences and evaluation and helps children gain the initial skills of self-direction, self-selection and discovery of meaning that are the basis for life-long habits of disciplined learning.

Concerned primarily with the quality of the child's growth and development, the kindergarten focuses upon the following general goals:

1. To recognize the dignity and worth of every human personality emphasizing the importance of self-worth and self-realization.

2. To overcome any barriers of race, religion or economic status, developing within each child an appreciation of social, cultural or ethnic groups differing from his own.

3. To promote the physical and emotional well-being of children, stressing stability in a life of rapid change, unforeseeable demands and vast opportunities.

4. To provide experiences according to the needs and within the abilities of each child recognizing the child's innate needs for mastery of skills and for creative output.

5. To establish the basic step in a continuum of learning, fostering positive attitudes toward school and toward the purpose of learning.

6. To enlarge the concept of reliable citizenship from an individual and from a group viewpoint.

Responsibility for the early education of the child begins in the home. It is here that his patterns of physical health, language, social concepts and attitudes are initiated. Upon that background the school has always built. Today, however, educators and statesmen alike are recognizing that the obligation for providing, maintaining and improving the education of the nation's children is not the responsibility of the school only, but must be a cooperative enterprise of home, school, community and government.

To this end there have arisen new emphases and new directions prompted largely by the rapid development of knowledge in all fields, by the growth of science and technology, by the acceptance of a global approach to learning,

by the general influence of the society of our times and by the development of genuine concerns for the child's total welfare.

Whatever the focus, there evolves one common task--to improve the program, facilities, and total school life of the young child. This means providing:

- A safe, healthful, attractive setting.
- A tension-free, happy atmosphere.
- An abundance of developmental activities to meet the needs of each child.
- Plenty of room and equipment for physical activity.
- Sufficient outlets for creative expression.
- Ample time to think, to imagine, and to share ideas.
- Continuing opportunities to achieve success.
- Special attention to every problem.

It means, also, helping the child to become a happy, useful person, guiding him in ways of coping with problems, encouraging him to respect the rights and ideas of others, helping him to recognize his own talents and inadequacies and stimulating him to use his intellectual capacities. Studies in child development, mental hygiene, family life and the psychology of learning all confirm the fact that the child of five is ready for school. It remains for the school to be ready for him.

Commonwealth of Pennsylvania
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RATIONALE FOR KINDERGARTEN

The importance of kindergarten as the first step in the continuum of learning is slowly being recognized. This is fortunate, since current studies of child development, mental hygiene, family life and the psychology of learning all confirm the fact that children of five are ready for school. Such research emphasizes the tremendous potentialities of these children for growth and development and delineates the need for extending their horizons beyond the confines of home and neighborhood.

The question of "Why kindergarten?" is an expedient one and demands a pertinent answer. Costs are high, teachers are scarce, classroom space is inadequate or non-existent. Why then does anyone suggest the opening of new kindergartens or the continuation of established ones? The reasons are simple yet valid:

1. Kindergarten is no longer considered a "frill" but in relation to the "long view" of public school is the foundation of all education.

2. The young child as the center of the educational pattern has needs that are more important than merely balancing the school budget.

3. The habit-forming age, the age of inquiry and curiosity, reaches its peak between three and seven years. Without early childhood education, many of the most formative years are lost.

4. Personality and character are largely shaped by the nurture or neglect of the young child. Since neglect is costly to the individual, to his family, and to society, it is vital that his education be started as soon as possible.

5. Because of the economic nature of today's society, many mothers are now employed and cannot always provide adequate training for the child during his formative years. It is up to the school to supply not just a mother substitute or a baby-sitting service, but a thoughtfully planned and efficiently organized program.

6. Kindergarten provides for the early nurturing of physical health, the refinement of character and stimulation of the inquiring mind. Since the young child is easily influenced for good, it seems important to place him in a wholesome educational atmosphere as early as possible.

7. Kindergarten lays the foundation for all future learning. It provides vicarious experiences through which the child

acquires beginning concepts of numbers, language arts, reading, science, social studies, art, music, physical education and health.

8. It supplements the experiences of the home with first hand experiences planned according to the developmental needs and interests of children. Living in a world of technology, many children do not understand the process of normal development. The school must assist in providing these answers.

9. Research indicates that kindergarten improves the intellectual development of the child. Growth is not something done to a child but is something he does. It is logical, therefore, that the more experiences the child enjoys, the more complete will be his mental development.

Kindergarten is the happy beginning to a lifetime of learning. It is an area of education where the child is relatively free from pressure, where choice of activities is largely an individual matter, where the pursuit of creativity, exploration and experimentation is constantly encouraged. It is also an area where habits of acceptable conduct and consideration for others are strongly emphasized and where the individual needs, interests and abilities of each child are discovered and developed to the fullest possible extent.

GROUPS IN SUPPORT OF KINDERGARTENS

1. The American Association of School Administrators in February, 1959, wrote a resolution:

> "In view of the need for constantly improving the quality of public education at every point, the Association reaffirms its belief that the kindergarten level is an essential and integral part of the community's educational program."

2. The American Association of University Women first asked for support of kindergartens and nursery schools in its legislation program of 1959-61.

3. The Association for Childhood Education International put schools for "under sixes" on its plan of action in 1959 and has continued to support such education and legislation.

4. The Association for Supervision and Curriculum Development in 1959 passed a resolution favoring the establishment of public school kindergarten programs.

5. The Council of Chief State School Officers recommended a study on the responsibilities and services of State Departments of Education for children under six.

6. The Department of Elementary School Principals, National Education Association, chose Early Elementary Education as the focus of its 1960 Yearbook.

7. The National Association for Nursery Education published a flier reminding citizens of two things:

> "If your schools do not have kindergartens, start them; if your schools have kindergartens, improve them."

8. The National Congress of Parents and Teachers (enlisting the efforts of eleven million people) calls for citizens to provide properly staffed and equipped kindergartens and to extend public education for the pre-school child.

9. Other organizations that have supported or stand ready to support action providing for the education of children under six include:

   - The Department of Elementary-Kindergarten-Nursery School Education of the NEA
   - The National Kindergarten Association
   - The National Council of Consultants of Elementary Education
   - The Southern Association for Children Under Six
   - The White House Conference on Children and Youth
   - The National Association for the Education of Young Children

QUOTES IN SUPPORT OF KINDERGARTEN

Ruth Strang, Professor of Education, Teachers College, Columbia University, New York, New York.

> "When a child's ability is not recognized early enough, it may never come to fruition. To capacity must be added opportunity for performance and development."

Helen Heffernan, Chief, Bureau of Elementary Education, California State Department of Education, Sacramento, California.

> "Kindergarten offers to children a wealth of learning experiences that can enrich their lives."

Jerome Leavitt, Professor of Education, Portland State College, Portland, Oregon.

> "Kindergarten should be the beginning of a continuing total experience rather than a discrete type of school experience."

William B. Ragan, Professor of Education, University of Oklahoma, Oklahoma.

> "Our society is only beginning to see the importance of understanding young children and of providing better educational opportunities for them."

Clarice Wills, Professor of Education, San Jose State College, California;
William H. Stegeman, Professor of Education and Psychology, Chico State College, California.

> "The kindergarten is gradually becoming recognized as an essential part of organized education and as such is winning its place in our schools. Kindergarten is <u>not</u> a preschool class, but is an integral part of the elementary school program."

James L. Hymes, Jr., Professor of Early Childhood Education, University of Maryland, Maryland.

> "Young children are very ready for those important learnings that develop their attention span, their imagination, their resourcefulness, their problem-solving ability. They need school experiences that are logical, sensible, and in line with what <u>children can do</u>."

THE SUPERIOR ACHIEVERS

The Superior Achievers' performance constituted the highest 15 percent in the general sample, both in reading and in spelling. At the end of the second grade, their reading ranged from one to two years above the norm. When they entered first grade, all the Superior Achievers were older--6 years, 5 months or above--than were the Failing Readers and the Slow Starters, thus apparently confirming Hall's and Ilg and Ames' findings of generally better achievement among overage pupils than among underage ones. The Superior Achievers were specifically described in the protocols as "mature" or "physically well developed".

This group's kindergarten functioning was uniformly excellent. It is true that the children showed isolated drops in performance, but these occasional lapses were offset by top scores in all other areas. The Superior Achievers displayed advanced linguistic ability: The most complex sentence structures were found in the stories of the children in this group. Most impressive was the Superior Achievers' high-order performance on reading readiness tests. Viewed as a whole, the Superior Achievers' preschool functioning was so much better than that of the other children that success at the end of the second grade could be predicted clinically, without any reservation whatsoever.

From: Predicting Reading Failure
By: Katrina De Hirsch, Jeannette J. Jansky and William S. Langford
New York: Harper & Row Publishers, 1966

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GUIDELINES FOR KINDERGARTEN ENTRANCE AGE

Hurd, Helen Bartelt. Teaching in the Kindergarten. Minneapolis, Minn.: Burgess Publishing Company, 1966 (Third edition). pp. 24-25.

"In a recent study made by Neith Headley of the University of Minnesota it was found that 16 percent of the children who entered kindergarten before they were 4 years and 9 months had real difficulty in making adjustment to kindergarten. Only 4 percent who had more months of maturity had this difficulty."

Ilg and Ames. School Readiness. New York: Harper & Row, 1964 (from the Gesell Institute study on readiness from 1957 to 1964). pp. 15-16.

"Though a number of states tend to admit children to first grade on the younger side (1 at 5^{7}, 11 at 5^{8}), the trend is toward delaying their entrance until they are 5^{10} to 6 years (20 states). This shows a good awareness of the importance of adequate age.

"If chronological age alone must be used as an entrance criterion, experience favors the older age allowed by a September 1 date line. Evidences of failure or strain on the too-young-child have been sufficiently apparent to most educators so that they have worked to achieve the older entrance age."

Leavitt, Jerome. Nursery-Kindergarten Education. New York: McGraw-Hill Book Co., Inc., 1958. p. 306.

"Entrance age for first grade in American schools has been set in most states from 5 years 9 months to 6 years of age. This infers that kindergarten children shall be accepted from the ages of 4 years 9 months to 5 years."

GUIDELINES FOR KINDERGARTEN CURRICULUM

The establishment of kindergartens in Pennsylvania will necessitate the development of special curriculum guidelines. Inasmuch as such mandating shall not be construed as reason for pushing first grade standards of academic achievement into the kindergarten nor for departmentalizing or otherwise structuring the kindergarten program, criteria for the nature of the program must be devised.

It is suggested that concepts involving reading readiness, speaking and writing, science, mathematics, social studies, art, music, health, and physical education be developed largely through incidental learnings and through the developmental approach.

Supporting Quotes:

Foster, Josephine, and Neith Headley. Education in the Kindergarten, 3rd ed. New York: American Book Company, 1959. p. 452.

> "If a child has had the opportunity to build, and if he has been capable of building for himself a broad base of understanding in the kindergarten, his first-grade experiences will seem a natural and satisfying extension of earlier experiences."

Hammond, Sarah Lou, et al. Good Schools for Young Children. New York: The Macmillan Company, 1963. p. 53.

> "Today the emphasis in the kindergarten is not on preparing the child for first grade or looking to the next year, but rather upon helping him to live richly and fully as a five-year-old."

Hymes, James L., Jr. Before the Child Reads. Evanston, Ill.: Row-Peterson, 1958. p. 96.

> "Capitalize on the readiness to learn that is. Make the most of what children can do now, and boys and girls will arrive at their destination with skills sharpened, with wonderful souvenirs, rich memories, and a solid background of new facts."

Imhoff, Myrtle. Early Elementary Education. New York: Appleton-Century-Crofts, Inc., 1959. p. 195.

> "The whole kindergarten year, with its emphasis on emotional maturity, physical development and coordination, social growth, and function learning, has been a foundation for primary learning experiences."

Leavitt, Jerome E. (ed.) Nursery-Kindergarten Education. New York: McGraw-Hill Book Company, Inc., 1958. p. 9.

> "Readiness is a developmental process that takes place within the child. Growth is not something done to a child; it is something he

does. The more vital the experiences children have in a nursery school and kindergarten, the more interesting things they do, the better they will eventually read. Reading-readiness workbooks have no place in the kindergarten curriculum."

Lindberg, Lucile, and Mary Moffitt. Those First School Years. Washington, D.C.: National Education Association, 1960. p. 47.

"Planning good learning experiences for children is an important task and a demanding one. It requires us to consider not only the nature of children and the scope of the 'subject matter' but also the nature of the society in which we live--including, of course, the particular characteristics of the community and individuals the school serves."

Logan, Lillian M. Teaching the Young Child--Methods of Preschool and Primary Education. Boston: Houghton Mifflin Company, 1960. p. x.

"Each teacher must find the design for good teaching that best fits the needs of her situation."

Moore, Eleanora Haegele. Five's at School. New York: G. P. Putnam's Sons, 1959. p. 310.

"While there is a pleasant atmosphere in some kindergartens, the children's need to explore and discover is too largely ignored. A few kindergartens emphasize relatively petty aspect of intellectual development . . ."

Rudolph, Marguerite, and Dorothy H. Cohen. Kindergarten--A Year of Learning. New York: Appleton-Century-Crofts, Inc., 1964. p. 4.

". . . we are strongly opposed to the proposals that kindergarten children start their preparation for advanced skills by handling specific aspects of the three R's at five."

Wills, Clarice D., and William H. Stegeman. Living in the Kindergarten. Chicago: Follett Publishing Company, 1950, 1956. p. 2.

"The kindergarten teacher . . . is a guide and teacher of children rather than a teacher of specific facts."

CONSIDERATIONS SUPPORTIVE OF COMPULSORY KINDERGARTEN

Concerning The Child

The kindergarten program will provide the child with knowledge, practice in sociability, and security necessary for successfully tackling future academic tasks.

The kindergarten environment provides the child with exposure to knowledge, materials and structure that even the most informed and caring parent would find it difficult to duplicate. Many children are hampered in learning not only at the first grade level but throughout their education by not being previously exposed to a prescribed readiness program that aids in learning to read and in developing conceptual skills crucial to their academic success.

The child learns in the kindergarten a wide range of acceptable behavior patterns, routines and habits, both as an individual and as a member of a group.

The child learns to communicate with persons beyond his immediate family group. He begins assimilating values and understandings of other people.

Concerning The School

The school benefits in a variety of ways from the child who attends kindergarten.

Kindergarten provides earlier insight into a child's abilities before the pressures of academic learning are upon him.

Children with kindergarten experience show more mature social adjustment in their first grade classes. In contrast to those children without kindergarten experience they remain more attentive, communicate more freely, and adjust to the routine procedures of the school day. First grade teachers comment that they can identify the children in their classrooms who have had kindergarten experience without referring to their school records.

It would seem, then, that the earlier a child's abilities and needs can be assessed, the better the school program can be planned to meet these challenges and, hopefully, fewer children will experience learning difficulties in their academic climb.

Hopefully then it should follow that fewer of the schools resources would need to be expended on remedial teaching.

Concerning The State

Financially, the cost of educating the youth of America is small in comparison to the educational demands the state will place upon its youth.

The success of the economy and, therefore, welfare of the state is determined by the number of persons who contribute to its growth and wealth instead of becoming its dependent members. Education is essential to positive contribution by a citizen.

Regardless of family background, ethnic group, religious or political affiliation, all persons need to have access to an educational system that can provide the opportunity for personal growth, and thus, the enhancement of the state.

For example, it has been estimated that it costs $600 per year to educate a child, $3,000 per year to maintain a delinquent in a reformatory and $7,000 to deal with a narcotics addict. Therefore, the cost of a kindergarten program that would prevent difficulties in a child's school progress may be far less than the cost of rehabilitation in later years.

Submitted by: Dr. Betty B. Schantz
Assistant Professor
Temple University
Philadelphia, Pennsylvania

CONSIDERATIONS NOT SUPPORTIVE OF COMPULSORY KINDERGARTEN

Concerning The Child

Perhaps one of the greatest difficulties of any compulsory educational program is the pressure on the participant to succeed.

If, by being compulsory, kindergarten programs become super-structured, content oriented, and punitive, then many children will face failure and frustration at an earlier age than they would as first graders.

If the kindergarten program is geared to mold a child into a desirable first grade participant then it is not meeting the needs of the five year old but striving to educationally change chronological age.

Research has indicated that with proper exposure and experience many children can learn to read by the age of five. If the kindergarten program stresses teaching reading at age five then surely many children who do not have the concepts to absorb the abstract will suffer irreparable damage and learning problems in future years.

Studies indicate this has happened to many school dropouts.

Concerning The School

Compulsory kindergarten education is bound to overload in many cases already existing physical facilities.

Additional burdens would be placed on school personnel from the administrative head to custodial staff.

Length of school day could cause questionable concern. Most kindergarten programs operate on a half-day basis, causing unlimited transportation problems.

Quite possibly inappropriate school personnel could be assigned by uninformed school districts, to handle kindergarten curriculum, teaching, etc.

Researchers disagree on many facets of program presentation. Not only content but method of teaching is questioned. Studies indicate that both structured and unstructured programs have merit. Who will decide the proper program development? Can nationally accepted research findings be employed by individual school districts successfully? Can we determine some of the experiences common to programs that might assure educational success?

Public school kindergartens might be overpopulated by an influx of private and parochial pupils who would then enter private and parochial schools for first grade.

The school would find it necessary to educate parents to the kindergarten program for understanding and direction so that the program would not be viewed as a public baby-sitting service.

Concerning The State

Compulsory kindergarten means a heavier financial expenditure to the state.

Building, bus-transportation, teaching and supervisory staff - special school services would all be of immediate concern.

It would seem that there would need to be, at the state level, a clearer definition of the certification of kindergarten teachers.

Preparation of teachers in early childhood has long been a subject of controversy. Certification requirements vary from one teacher training institution to another. States vary in their certification requirements and procedures. If special training is a desired criteria of dealing effectively with young children then we might question many existing programs.

Who will bear the responsibility for establishing the criteria for selection of kindergarten teachers? The heretofore practice of employing a primary elementary teacher to staff a kindergarten is questionable.

Since the kindergarten teacher is responsible for twice the total program of the regular classroom teacher (present programs consist of two half-day sessions) should the teacher receive extra compensation?

Submitted by: Dr. Betty B. Schantz
Assistant Professor
Temple University
Philadelphia, Pennsylvania

MENTAL HEALTH IN CHILDREN

Mentally healthy children display the following characteristics:

1. Are capable of play and laughter.
2. Respond favorably to nice weather.
3. Show pride in successful school work.
4. Explore their surroundings eagerly.
5. Make friends easily.
6. Are relaxed.
7. Have a good estimate of their own abilities.
8. Look at themselves realistically.

Emotionally ill children have problems that may show themselves in:

1. Unusual personality problems.
2. Learning difficulties.
3. Disciplinary problems.
4. Disruptive behaviors.
5. Withdrawal behaviors.
6. Strong anxiety or "dead pan" stolidity.
7. Inappropriate or over-emphasized emotional expressions (Hate, fear, affection).
8. All-absorbing daydreams.
9. Excessive talking or <u>no</u> talking.
10. Low energy level, low frustration level, (quit difficult tasks, display anger at any setback).

Misbehavior indicates emotional disturbance when it has the following characteristics:

1. Behavior has a peculiar compulsive or driven quality, (pupil knows better but "cannot help himself").

2. Behavior has a quality of soliciting punishment, (child deliberately provokes wrath to get attention - "You've been asking for this").

3. Misbehavior is accompanied by undue intense emotion, fighting that becomes murderously angry.

4. The misbehavior itself is inappropriate to the age level or situation, (12-year-old has temper tantrums like a 6-year-old).

5. There is a consistent pattern of offenses followed by intense remorse, (conscience fails to alert child).

6. Youngster appears preoccupied with parents' probable reaction, (child's hostility may be motivated by hostility to parent).

To help these children give them:

1. Patience.

2. Understanding.

3. Esteem.

4. Guidance.

5. Professional help when necessary.

CHARACTERISTICS OF THE 4 YEAR OLD	NEEDS OF THE 4 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Physical Characteristics	Physical Needs	To Meet The Physical Needs
1. Muscular development increases rapidly; arm and leg execution is more mobile and independent of the rest of his body; can often throw a ball well.	1. Needs much physical activity, opportunity to "try" his muscles.	1. Provides frequent indoor and outdoor play periods, rhythms, activities and exercises that involve different parts of the body.
2. Child is hyper-active; needs much outlet for his energies likes free rhythms.	2. Needs frequent change in body positions, many opportunities to vent his energy.	2. Uses simple games that involve running and chasing; encourages active free play and incidental rhythms.
3. Is easily fatigued.	3. Needs regular naps plus quiet periods of rest to offset fatigue.	3. Requires regular rest plus quiet periods for listening to stories, records and soft music.
4. Continues to be quite independent; wants to do things for himself.	4. Needs rhythms, free interpretations and individual activity within a group (i.e., running with friends).	4. Lets child use records for individual or group interpretive rhythms; includes all children in simple circle games, folk dances and singing games.
5. Is often susceptible to infections.	5. Needs emphasis on good health and dental habits as a prevention to disease.	5. Establishes good health rules; emphasizes to every child the importance of such health habits as eating properly, drinking milk, washing hands at appropriate times, wearing clothing adequate for the weather, resting, sleeping a lot.
6. Can run more smoothly; is better able to break up the regular rhythms of his stride.	6. Needs to roam, a chance to run.	6. Provides room and an opportunity to run a lot, to develop leg muscles and coordination.
7. Can make running and standing broad jumps; can usually skip but can't hop.	7. Needs encouragement and praise in improving these skills.	7. Encourages these skills; provides for them in regular games and exercises.

CHARACTERISTICS OF THE 5 YEAR OLD	NEEDS OF THE 5 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Physical Characteristics	Physical Needs	To Meet The Physical Needs
1. Large muscles are better developed than small ones likes to use hands.	1. Needs large muscle activity, plenty of active running, climbing, swinging, crawling, etc.	1. Provides sufficient space both incoors and outdoors and allows ample time for large muscle activity.
2. Is eager to learn, anxious to do things well; coordinates his energies between active and quiet play, likes singing games.	2. Needs motor activities, not abstract learnings; a chance to succeed in simple play; needs approval, avoidance of criticism.	2. Uses games of simple organization, usually involving running and chasing; gives every child a chance; encourages the awkward and less skilled.
3. Energetic but easily fatigued; is particularly fatigued by inactivity.	3. Needs plenty of room and time for play both indoors and outdoors, alternated with periods of rest.	3. Plans regular rest periods and alternates active with quiet times provides extra rest for the child who needs it; avoids long periods of inactivity.
4. Likes to play with others; learns best through active participation, but does not enjoy team games.	4. Needs group play, a feeling of belonging.	4. Includes all children in such activities as singing games, folk dances, circle games, simple games sees that no child is constantly inactive.
5. Still susceptible to infections. often develops poor posture at this age.	5. Needs guidance in health precautions, health habits and general safety.	5. Teaches the importance of good health practices, encourages children to use the lavatory properly, to wash hands before eating and after going to the toilet, to cover mouth when sneezing and coughing, to wear clothing adequate for the weather.
6. Runs well; can skip, hop and change pace.	6. Needs opportunities for such activities; help but not pressure in improving these skills.	6. Encourages child to run, skip, jump, hop, crawl, climb, balance; provides exercisss for the child whose skills are not developed.

CHARACTERISTICS OF THE 6 YEAR OLD	NEEDS OF THE 6 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Physical Characteristics	Physical Needs	To Meet The Physical Needs
1. Motor and muscular activity are common accompaniments of creative and emotional expressions; body proportions are comparable to those of an adult; Facial features not likely to change from now on.	1. Needs outlets for all his traits, physical, creative and emotional.	1. Encourages good grooming in child (taking care of teeth, hair, clothing); provides individual and group outlets to satisfy the creative and emotional needs of the individual child; allows time and space for large and small muscle activities.
2. Is alert, ready to act, but health pattern is inconsistent; glandular and chemical processes take place that tend to produce a changed child; is highly sensitive.	2. Needs much love and understanding plus varied activities to cope with his differing moods.	2. Gives little criticism, much praise, genuine appreciation for the child's efforts; tries to supply materials, games and other paraphernalia to meet the child's moods; provides for <u>every</u> child.
3. Less wildly energetic than the 4 and 5 year old; engages in more purposeful activity. less random play.	3. Needs quiet, mentally stimulating activity; may substitute restful activity for actual sleep.	3. Provides rest through quiet games (largely for one, two or three children), story hour, music for listening, quiet conversation, occasional actual rest.
4. Wants to play with others but sometimes has trouble "getting along".	4. Needs guidance in establishing satisfactory group relationships and in making friends.	4. Shows child how to make friends; suggests playmates for the lonely child; discusses and helps resolve peer problems.
5. During infection, child's temperature is not as high as in previous years, but duration of illness may be longer.	5. Needs preventive health teaching plus particular attention when ill (cares that child should not return to school before infection has run its course).	5. Encourages child to stay home when he has severe cold or other infection; teaches child to dress "for the weather", to eat well and get plenty of sleep at night.
6. Is adept at most skills involving arms and legs; changes pace easily; girls develop more fatty tissue, boys more muscle tissue.	6. Needs large muscle and small muscle activity; likes group games of less simple nature; enjoys simple relays folk dances and games of skill.	6. Provides group calisthenics and regular physical activities for the child who needs remedial help, games, dances, skills that appeal to child; selects activities that give each child some measure of success.
7. Child's brain has increased to 90 percent of its adult weight.	7. Needs intellectually challenging activities, not just exercise.	7. Supplies games and manipulative activities that require small muscle adeptness plus concentration.

CHARACTERISTICS OF THE 4 YEAR OLD	NEEDS OF THE 4 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Emotional Characteristics	Emotional Needs	To Meet The Intellectual Needs
1. Begins to develop conscience; is emotionally erratic, sometimes stable, sometimes difficult.	1. Needs acceptance of his mistakes and tolerance of his unpredictable behavior.	1. Furthers child's understanding of right and wrong; takes time to discuss his choices and decisions.
2. Wants immediate gratification of his whims; throws tantrums.	2. Needs to find release from tension other than through tantrums.	2. Helps child to develop self-control, patience and tolerance for the rights of others.
3. Attitudes are painful and exasperating at times.	3. Needs to develop attitudes more in line with accepted conduct.	3. Fosters proper attitudes toward self and others and tries to develop good mental health habits.
4. "Tries his wings" constantly; features unrest, explosiveness; is often called "the frantic four".	4. Needs to direct his energies toward desirable action.	4. Provides activities in which child is skilled or can be the center of interest; tries to channel energies toward constructive outlets.
5. Is hyper-active but not always with purpose.	5. Needs constructive outlets for his energies.	5. Allows child to move about freely, to talk and to express his feelings in work and play.
6. Gets attention with "rambunctious" behavior.	6. Needs to satisfy his needs so that he will not have to resort to off-beat actions.	6. Gives him as much individual help and attention as possible.
7. Laughs at odd things; makes his own humor at times.	7. Needs guidance in seeing that certain behaviors are not funny.	7. Provides stories, dramatic play, and activities that can be fun for the 4 year old.

CHARACTERISTICS OF THE 5 YEAR OLD	NEEDS OF THE 5 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Emotional Characteristics	Emotional Needs	To Meet The Intellectual Needs
1. Usually is stable emotionally.	1. Needs to love and to be loved.	1. Gives affectionate attention to the child who is stable, recognizing that it is often easy to forget the child who doesn't demand attention.
2. Is patient, fairly willing to wait his turn.	2. Needs praise for his patience; must be given "his turn" if he is to maintain his patience and his developing self-control.	2. Provides activities in which each may have a turn; gives every child an occasional chance to be the center of interest.
3. Is creative; likes to work; is eager to accomplish.	3. Needs a feeling of achievement and the joy of creating; needs help in accepting both success and failure.	3. Encourages creativity and originality in all lines of activity, praises any honest effort, supports child in successful or faulty effort.
4. Occasionally resorts to "showing off".	4. Needs encouragement in self-control; guidance in creative use of energies.	4. Provides apportunities to express ideas through such mediums as paint, clay, woodwork, music, rhythms, games.
5. Is usually dependable, busy, cooperative but sometimes impulsive.	5. Needs to be understood, to be kept busy, to be appreciated when his behavior deviates from the acceptable.	5. Provides enough activities that the child can move to something appealing when his initial interest wanes.
6. Wants recognition; is sometimes jealous of others because of their prestige in games or friendships.	6. Needs to belong, to have friends. to "be" somebody, and to feel secure in his environment.	6. Helps child acquire friends; gives frequent praise and recognition to overcome jealousies.
7. Has an unusual sense of humor; likes slapstick variety.	7. Needs acceptance of his "humor", someone to laugh with him.	7. Shows tolerant acceptance of what makes him laugh; points out other forms of humor.

CHARACTERISTICS OF THE 6 YEAR OLD	NEEDS OF THE 6 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Emotional Characteristics	Emotional Needs	To Meet The Intellectual Needs
1. Is a study in contradictions, (shifts from one emotional extreme to another), quite stable at times, "Mama's Boy" at other times; wants acceptance and approval but still has temperamental outbursts and inconsistencies.	1. Needs tolerance and understanding both at home and at school.	1. Shows infinite patience toward the child as he is, but encourages stability.
2. Is impulsive, excitable, an age of nervous tension, but can accept some delay in gratification of his desires.	2. Needs a great deal of affection, security and friendly authority.	2. Provides guidelines to show the child how to proceed; encourages patience with calm, accepting attitude.
3. Very serious about himself and his expanding role; is alert, eager to do, easily hurt when criticized.	3. Needs praise, kind guidance, and many opportunities to "do".	3. Provides activities to meet the needs of each child according to his level of ability.
4. Wants to be "first" and "best" but realizes his limitations.	4. Needs to succeed, to be "best" at something.	4. Provides occasional chance to be "first" but helps child to see the importance of being willing to give someone else a turn.
5. Can keep himself busy; is easily upset when others spoil his plans.	5. Needs time, materials to occupy himself.	5. Provides all kinds of materials, outlets for self-expression.
6. Seeks attention and is pleased by it.	6. Needs approval, acceptance by teacher, peers.	6. Gives praise for honest efforts and progress; encourages working to the best of one's ability.
7. Giggles when amused; often sees nothing funny in humorous situation.	7. Needs fun; is not always a happy child.	7. Sees funny side of behaviors and events; encourages child to see the same.

CHARACTERISTICS OF THE 4 YEAR OLD Social Characteristics	NEEDS OF THE 4 YEAR OLD Social Needs	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS To Meet The Soccial Needs
1. Aggressive, difficult to manage; manifests out-of-bounds behavior in many ways; says "No" more frequently than at any other age.	1. Needs to realize that acceptable behavior has limits, but that adults like him in spite of his behavior.	1. Provides loving but firm guidelines for behavior; substitutes acceptable activity for erratic conduct; shows affectionate acceptance of the child regardless of his behavior.
2. Is characterized by the four B's - BOLD, BRASSY, BOSSY, BOMBASTIC.	2. Wants security, a "place in the sun".	2. Helps to direct the aggressive from undesirable to desirable channels; gives the child opportunities for discussion of problems, and for making of rules.
3. Prefers to play <u>with</u> children.	3. Wants friends; needs them; looks forward to playing with them.	3. Provides large groups of children from which to choose playmates; shows child how to be friends.
4. Has strong family feeling and a sense of "usness".	4. Needs to share in family responsibilities; to become a cooperative member of the family group; to feel he "belongs".	4. Emphasizes the importance of the family; encourages respect and love for the home; cooperates with the home.
5. Dresses up; pretends a lot; likes objects and activities appropriate to his sex.	5. Needs to express himself.	5. Provides room, opportunities and "dress-up accessories" to give the child vent for his imagination.

CHARACTERISTICS OF THE 5 YEAR OLD	NEEDS OF THE 5 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEED THE NEEDS
Social Characteristics	Social Needs	To Meet The Social Needs
1. Less frantic than the 4 year old; not as aggressive or grasping; eager to please; willing to share.	1. Needs to live in a friendly, secure, affectionate atmosphere; responsibility to self and others.	1. Lets child do as much as he can for himself but gives help where needed.
2. Is generally peaceful; gives vent to occasional tantrums, accusations and faultfinding.	2. Needs to learn the give and take of group life, to develop cooperation, a sense of responsibility, and to respect authority.	2. Gives the child a chance to help develop rules of conduct, to make decisions, to join in discussions of problems that arise.
3. Plays well with groups, although large numbers exhaust him; sometimes likes to play alone; tolerates group activities for short periods of time	3. Needs to be accepted by the group, but also needs an opportunity to play and work alone.	3. Gives ample opportunity for group activities, working and playing together, sharing and for individual activities.
4. So eager to please at home and school that adults often expect too much of him.	4. Needs to be appreciated for his abilities as a child - not as a "little adult," but needs to develop habits of courtesy.	4. Provides activities for each child according to his ability and not according to adult standards; encourages acts of courtesy and responsibility.
5. Has a strong imagination but is basically more realistic.	5. Needs guidance in recognizing the two but acceptance of his inability to always differentiate between the two.	5. Treats him as the growing child that he is; senses when he needs the fanciful as opposed to the realistic.

CHARACTERISTICS OF THE 6 YEAR OLD	NEEDS OF THE 6 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Social Characteristics	Social Needs	To Meet The Social Needs
1. More conscious of behavioral boundaries, but sometimes thinks rules are made to be broken.	1. Needs adult guidance and supervision.	1. Provides boundaries for behavior; explains the need for rules and results of breaking them; encourages the child to make a sensible choice.
2. Can be cooperative, helpful, but also confused, indecisive, moody, aggressive; seems "different" in total behavior.	2. Needs love, affection, understanding through a difficult period.	2. Avoids criticism, censor; provides a change in activities according to the child's needs.
3. Has interests that begin to include more people; starts to identify himself with a group (i.e., team games); can play harmoniously with one other child but needs direction and guidance in group activity	3. Needs help in group activity and in developing group skills.	3. Teachers group skills; discusses with child how to be a contributing member of a group.
4. Inclined to be self-centered and home-based; loves to talk about his own babyhood; generally likes to have his own way (listens to teacher but not to mother).	4. Needs outlet for his chatter; channeling for his whims and desires.	4. Talks with child; gives him many opportunities to express himself; encourages child to obey home authority.
5. Is more natural, less dramatic in his actions.	5. Needs more responsibility, recognition for his "growing up" conduct.	5. Gives the child many different responsibilities; makes him feel important in many small ways; builds his self-esteem and sense of duty.

CHARACTERISTICS OF THE 4 YEAR OLD	NEEDS OF THE 4 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Intellectual Characteristics	Intellectual Needs	To Meet The Intellectual Needs
1. Understands largely what he sees.	1. Needs exposure to many things.	1. Provides many opportunities for examination, experimentation and practical experience.
2. Perceives and labels things either as a whole or in parts depending upon which he is most familiar with (i.e., sees a picture of a farm as a "farm" or as "cows, horses, pigs, etc.")	2. Needs help in "seeing" details and in developing concepts of the whole and the parts.	2. Exposes the child to many classifications (furniture, fruit, vegetables, toys, etc.) keeping in mind his individual maturity and ability.
3. Asks many questions; has a mind as lively as his body.	3. Needs answers to his questions and help in developing concepts.	3. Takes time to answer individual questions, to explain meanings of new ideas, new observations, and provides many vicarious experiences.
4. Has short attention span; easily distracted.	4. Needs enterprises in line with his attention span.	4. Provides planned experiences that encourage gradual development of longer attention span; keeps activities simple but challenging.
5. Mimics activities of others.	5. Needs guidance toward helping him to think for himself, to judge acceptability of certain actions.	5. Stimulates activities of a positive nature, helps child through difficult behaviors, guides child.
6. Has large vocabulary but does not differentiate streams of speech as individual words.	6. Needs opportunities to talk and to listen.	6. Encourages children to talk; at the same time tries to develop good listening habits.
7. Does not differentiate between truth and fantasy.	7. Needs exposure to both; in time he will know the difference.	7. Supplies films, filmstrips, music, books, stories, etc., to illustrate both; uses discussions to aid child's development.
8. Can answer fairly comprehensive questions (i.e., "Why do we have houses?").	8. Needs opportunities to make him think, reason.	8. Allows child to think for himself; provides opportunities to do so.

CHARACTERISTICS OF THE 4 YEAR OLD	NEEDS OF THE 4 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Intellectual Characteristics	Intellectual Needs	To Meet The Intellectual Needs
9. Can name pictures of many common objects.	9. Needs exposure to realia, books and toys.	9. Points out to child the correct name of objects in the classroom; supplies common things from outside the room; gives direct experience with books.
10. Is not particularly creative.	10. Needs opportunity for creative Output when he shows an interest.	10. Lets child cut, paste, paint, etc., when he wishes.
11. Has small concept of numbers.	11. Needs continuing exposure to numbers so that when he is ready, he will develop the necessary concepts.	11. Makes use of incidental number learning whenever possible in order to stimulate each child according to his ability.
12. Has difficulty with time and space relationships.	12. Needs time and maturity to develop these.	12. Points out time and space relationships recognizing that the child will understand these as he matures.
13. Intellectual growth is <u>not</u> uniform; starting points in learning do <u>not</u> all begin at same time.	13. Needs to be observed carefully for signs of "readiness" and to be considered in light of his personal maturity and intellectual development.	13. Provides enterprises that give the child a feeling of success and achievement at whatever starting point he is.

CHARACTERISTICS OF THE 5 YEAR OLD	NEEDS OF THE 5 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Intellectual Characteristics	Intellectual Needs	To Meet The Intellectual Needs
1. Thinks mainly in the "here and now" but can reason and generalize to some degree.	1. Needs to feel secure in his present environment.	1. Provides fascinating activities that pertain to the "now" but may draw from the past and project into the future.
2. Understands both the "whole" and its parts in most cases; recognizes some details.	2. Needs to know what makes things tick.	2. Surrounds the child with materials, books, pictures, that give him a chance to investigate.
3. Learns chiefly by experience and observation; is the original "do-it-yourselfer".	3. Needs ample experiences to satisfy his curiosity.	3. Provides outlets, opportunities for experimenting, exploring and finding answers on his own.
4. Has somewhat longer attention span but continues to be distracted rather easily.	4. Needs to feel successful in spite of his still short ability to concentrate.	4. Provides activities in line with each child's maturity span and capacity.
5. Likes dramatic play, role play; has vivid imagination but chooses his own activities.	5. Needs outlet for this sort of self-assertion; is rally seeking for adult realism.	5. Encourages activities that develop more self-assurance and confidence.
6. Recognizes individual words in speech.	6. Needs enriched vocabulary, opportunity to develop such through use.	6. Talks with the child; encourages use of new words; builds vocabulary by substituting new words for old.
7. Is usually able to differentiate between truth and fantasy.	7. Needs experiences and discussions that help him to recognize the difference.	7. Gives child wide opportunity to recognize both through stories, "tall tales", science fiction, folklore, films, filmstrips, etc.
8. Likes to be challenged intellectually.	8. Needs mental stimulation in many forms and avenues	8. Encourages individual intellectual pursuits; provides many learning devices to foster intellectual growth; makes child think in discussions and conversations.

CHARACTERISTICS OF THE 5 YEAR OLD	NEEDS OF THE 5 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Intellectual Characteristics	Intellectual Needs	To Meet The Intellectual Needs
9. Needs less clues to recognize familiar objects.	9. Needs continued exposure to books, toys and reading.	9. Provides books and common things for child to use; encourages wide use of materials of every nature to increase his scope of common knowledge.
10. Likes creative outlet.	10. Needs encouragement and an opportunity for intellectual growth through creativity.	10. Provides paper, paint, collage, construction materials and all the tools necessary for effective use of such media; encourages originality in music, poetry, science experiments, relating of experiences; praises every effort, accepts child's work for what it is; makes no adult comparison.
11. Likes to count; enjoys incidental use of numbers.	11. Needs help in understanding quantity, needs continued exposure to numbers and their use.	11. Takes advantage of every incidental number learning and gives opportunity for counting, understanding quantity, size, shapes and numerical relations.
12. Shows some small growth in understanding time and space.	12. Needs time and maturity to understand these.	12. Uses available opportunities to emphasize time and space relationships according to maturity and interest of child.
13. Intellectual growth is <u>not</u> uniform; starting points in learning do <u>not</u> all begin at the same time.	13. Needs to be observed frequently for signs of "readiness" and to be considered in light of his personal maturity and intellectual needs.	13. Continues to provide enterprises that give the child a feeling of success at whatever starting point he is.

CHARACTERISTICS OF THE 6 YEAR OLD	NEEDS OF THE 6 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Intellectual Characteristics	Intellectual Needs	To Meet The Intellectual Needs
1. Can think intuitively.	1. Needs to perfect what he already knows.	1. Gives praise for what he knows, guidance toward using his knowledge, encouragement to further develop his capacity.
2. Understands complex images, minute differentiations and details.	2. Needs an ever-expanding environment to explore.	2. Provides new experiences, more responsibilities and greater avenues of exploration.
3. Observes and explores; begins to move farther out into his world; refers to books for answers.	3. Needs guidelines to know how to proceed.	3. Provides adult guidance and supervision to steer him into constructive channels.
4. Has longer attention span; is often engrossed in his work.	4. Needs to be kept interested; attention is short if work is dull or efforts go unrecognized.	4. Provides activities and materials in line with child's interest; gives much praise, little criticism.
5. Lives in a world more real, less fanciful, a world of personal choice.	5. Needs time to solve his own problems, to clarify his ideas.	5. Lets child find answers to his own questions; encourages the use of five senses.
6. Recognizes individual words in speech.	6. Needs a chance to talk, someone to listen.	6. Gives the child opportunities to talk, to share in discussions; provides a listening ear whenever necessary.
7. Is able to differentiate between truth and fantasy.	7. Wants to move toward reality.	7. Provides many stories, films, discussions, etc., to help the child to see the difference.
8. Begins to apply more adult logic to questions; "why" is favorite word.	8. Needs answers, guidance in clear thinking.	8. Helps the child to think for himself; gives answers where child cannot reason for self.
9. Needs even less clues to recognize familiar objects.	9. Needs expanding environment, more challenging avenues	9. Enlarges child's world; surrounds him with intellectual stimulations.

CHARACTERISTICS OF THE 6 YEAR OLD	NEEDS OF THE 6 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Intellectual Characteristics	Intellectual Needs	To Meet The Intellectual Needs
10. Is quite creative.	10. Needs enlarged outlets for this creative vent.	10. Provides time, space and materials to enlarge original thinking and creative output; accepts every child's efforts; provides individual contributions; gives help when asked; listens to child.
11. Understands numbers and is interested in their use.	11. Needs expanded understanding of numbers and their use.	11. Provides less incidental, more planned use of numbers; gives daily emphasis to numbers in many forms.
12. Develops a better concept of time and space.	12. Needs continued exposure to these-	12. Talks about time in such terms as long ago, now, sometime, today, yesterday, tomorrow, etc., and refers to space in terms of far away, close by, etc., to help in the development of concepts; provides books, films of distant places and periods.
13. Intellectual growth is not uniform; starting points in learning do not all begin at the same time; may achieve in one area but not in another.	13. Needs to be observed carefully for signs of "readiness: and to be challenged in light of his personal maturity and intellectual development.	13. Provides enterprises that give the child a feeling of success and achievement at whatever point he is; challenges the child in those areas where he shows particular ability and readiness.

CHARACTERISTICS OF THE 4 YEAR OLD	NEEDS OF THE 4 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Language Characteristics	Language Needs	To Meet The Language Needs
1. Vocabulary development continues; has a hearing vocabulary larger than he can put to use.	1. Needs to hear and to use language in as many ways as possible.	1. Includes child in discussions, conversations; plays, works, reads and talks with child; explains new words to child.
2. Less tendency to imitate or repeat a preceding adult comment.	2. Needs to learn to think for himself.	2. Encourages child to answer for himself: talks with child in such fashion that child must do his own thinking.
3. Organization of subjects, predicates and adjectives remarkably accurate.	3. Needs constant exposure to correct speech; needs praise for improved conversation; patience as he develops speech patterns.	3. Talks in adult fashion with child; avoids any use of "baby talk"; accepts infantile speech as part of developmental pattern but commends and encourages accurate usage.
4. Fairly efficient and flexible in all his speech; uses complete sentences of 6 to 8 words.	4. Needs guidance in calming down the boldness and brassiness of this age, but also needs ample opportunity to express himself.	4. Listens to child; talks with him when possible; provides quiet moments to offset his brashness; praises his improved speech.
5. Asks many questions.	5. Needs scope for questions and immediate answers.	5. Listens to and answers child's questions; to promote questions enlarges experiences through books, stories, filmstrips, walks, short trips, sensory activities and television.
6. Learns to use abstract words and to attach meanings in accordance with his experiences to them (i.e., "good", "bad").	6. Needs more experiences of the kind that build a constructive sense of the abstract.	6. Helps to develop abstract understandings commensurate with the child's maturity; begins to develop constructive attitudes through happy experiences.
7. Is susceptible to pressures, tensions; may begin to stutter.	7. Needs love, understanding, and infinite patience during this period and the stuttering will take care of itself.	7. Keeps calm, relaxed atmosphere; avoids pressuring child; ignores child's stuttering but seeks to relieve the cause of it; gives child needed quiet moments.

CHARACTERISTICS OF THE 4 YEAR OLD	NEEDS OF THE 4 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Language Characteristics	Language Needs	To Meet The Language Needs
8. Often talks to himself or to imaginary companions; is not concerned whether anyone is listening to him.	8. Needs to be let alone, to enjoy his "friends"; needs, also, real playmates to be active with him.	8. Encourages role play and imaginary friends as an outlet for emotions; provides real playmates, too.

CHARACTERISTICS OF THE 5 YEAR OLD	NEEDS OF THE 5 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Language Characteristics	Language Needs	To Meet The Language Needs
1. Has a vocabulary of about 2,200 words; enjoys language; talks freely with peers.	1. Needs to have opportunity to communicate with others on the level of his ability.	1. Gives the child a chance to talk in samll groups, in play, work, games, and in large class discussions.
2. Thinks for himself, answers without mimicry.	2. Needs to have mental stimulation that promotes thinking commensurate with his intelligence.	2. Lets child answer for himself (avoids answering for him!); provides discussions, problems that require increased thinking on part of the child.
3. Uses speech well in conversation; has little trouble expressing himself in most situations; is less fearful of adults.	3. Needs to have freedom to express himself with adults.	3. Talks with the child (not just to him); provides model speech both in choice of words and correctness of articulation; uses same conversational tone to child as one would with adults (<u>never</u> talks "down" to child).
4. Talks in complex full sentences; has fluent and flexible speech patterns; likes new words, toys with them.	4. Needs to be exposed to a challenging vocabulary, to be encouraged to use "new words for old".	4. Builds an ever-increasing vocabulary for understanding and use in all activities.
5. Asks questions that are more relevant and meaningful; often gets quite direct and personal.	5. Needs to have his questions answered either directly or indirectly; needs help in reasoning for himself.	5. Stimulates reasoning, capacity to solve problems by parrying child's questions with other questions; gives direct answers when child cannot reach solution for himself.
6. Still attaches meanings to abstract words in light of his experience with them.	6. Needs wider experiences to improve his understanding.	6. Provides wide variety of experiences through news, discussions, audio-visuals, stories, trips, walks, programs, concerts, and listening activities to increase child's understandings.

CHARACTERISTICS OF THE 5 YEAR OLD	NEEDS OF THE 5 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Language Characteristics	Language Needs	To Meet The Language Needs
7. Is calmer, more assured; usually uses speech sounds correctly.	7. Needs opportunities for listening and talking in an atmosphere free from tension; needs to learn to wait his turn in conversation or discussions.	7. Maintains pleasant, informal, relaxed atmosphere where children are comfortable and free to speak regardless of their communication levels.
8. Likes off-beat humor.	8. Needs someone who appreciates humor and an atmosphere free from ridicule when he is amused at odd things such as noises, funny faces and things falling upside down.	8. Accepts the child's odd sense of humor as a part of growing up; laughs with him; holds behavior in bounds lest child become "carried away".

CHARACTERISTICS OF THE 6 YEAR OLD Language Characteristics	NEEDS OF THE 6 YEAR OLD Language Needs	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS To Meet The Language Needs
1. Likes new, big words, more sophisticated grammar.	1. Needs increased opportunity for hearing, using vocabulary; needs communication outlets.	1. Gives child increased opportunity to talk with other children, with small and large groups; lets child talk to class, lead discussions, give directions, deliver messages, answer phone, etc.
2. Can relate many details; likes discussions; avoids mimicry, has long attention span.	2. Needs mentally stimulating activities of greater length and depth.	2. Steers discussions into more intellectual channels; makes child think; uses longer stories, ETV films; asks for recall of details in various ways.
3. Has well-organized speech; uses speech more freely for socialization.	3. Needs continued freedom to talk with both children and adults.	3. Takes time to talk with the child; lets child converse with visitors; fosters friendly interchange with peers.
4. Talks in complex sentences and talks most of the time; motivation is build in, loves to talk about his own babyhood.	4. Needs listeners interested in his conversations; needs guidance in understanding the importance of listening as well as speaking.	4. Encourages correctness and clearness of diction and articulation; uses exemplary speech with child; invites social conversations; asks for child's opinion, solutions to problems and fosters ideas.
5. Asks quite meaningful questions; discusses many things intelligently and perceptively; "why" is favorite word.	5. Needs to have questions answered either directly or indirectly; needs exposure to deductive and inductive ways of reasoning.	5. Helps the child to find answers for himself; opens increased world of books to child; begins to use reference books to find information with child; plans more challenging excursions.
6. Thinks intuitively; can reason beyond his immediate experience; wants to find own answers.	6. Needs exposure to many sensory experiences to help him in his search for answers.	6. Exposes child to a multitude of sensory experiences; tasting, seeing, hearing and smelling.

CHARACTERISTICS OF THE 6 YEAR OLD	NEEDS OF THE 6 YEAR OLD	HOW THE KINDERGARTEN TRIES TO MEET THE NEEDS
Language Characteristics	Language Needs	To Meet The Language Needs
7. Has mastered speech sounds; uses them fluently in conversation.	7. Needs tension-free atmosphere and a relaxed teacher willing to talk with him.	7. Maintains an air of "disciplined freedom" in which the child is actively busy and free to pursue his interests as long as he is respectful of his neighbor's rights and conducts himself with reasonable decorum.
8. Is less self-centered in conversation, more socio-centered; often outgoing and gregarious.	8. Needs peers and adults to talk with, to share ideas and to plan together.	8. Gives the child committee assignments, group responsibilities; helps the child to learn how to work with others.

THE KINDERGARTEN TEACHER

To be a kindergarten teacher is to be in a unique position. No other person outside the home has quite as much opportunity for influencing the total development of the child. To her goes the task of guiding the development of character, cultivating the growth of personality, promoting the fundamentals of social adaptability, and stimulating the use of mental faculties. With her lies, also, the responsibility for coordinating the relationship between home, school and community, and for assuring that all who deal with "her" children have their best interests at heart.

The demands of life in the kindergarten are such that not everyone is fitted to cope with them. The characteristics necessary for a successful teacher could fill, in reality, a long, tedious list of intangible terms but they seem to resolve themselves into one important word - PERSONALITY. Without doubt, it is not the strength of her intellect, but the power of her personality that marks a teacher's success in the kindergarten. What, then, does this "personality" encompass? It means that:

1. She is a warm, friendly, assuring person--the child's security away from home.

2. She knows a great deal about child development and understands the differences in maturity, needs, behaviors, interests, achievements and potentialities.

3. She is above prejudice, favoritism and negative criticism.

4. She knows how to be mother, teacher, healer, guide, counsellor, leader, follower, disciplinarian, friend, and confidante (as any doctor, she feels an obligation to hold in confidence the family secrets a child unwittingly tells).

5. She is flexible, adapting herself to the demands and needs of many types of children.

6. She is well organized, yet able to operate efficiently in routine kindergarten "disorder".

7. She has endless patience, accepting temperaments and tempers for what they are.

8. She has a tremendous sense of humor to carry her through almost daily unexpected happenings and interruptions that mark a busy kindergarten.

9. She is sincere and honest, straightforward, trustworthy and truthful, for she knows that no one senses sham more quickly than the young child.

10. She has a ready smile and a gentle voice to calm the fearful, assure the timid, bolster the weak, and channel the strong.

11. She has a sense of timing and a knowledge of when to let children have authority and when to assume control of a situation.

12. She is sympathetic but not coddling, understanding but not overly permissive.

13. She knows a great deal about many things (or at least knows where to find the answers), recognizing that children know and want to know much about the most unexpected things.

14. She is able to study a classroom of children and decipher their individual and collective needs.

15. She has "eyes in every corner of the room"; that is, she knows what is going on without obviously displaying her awareness.

16. She has a positive outlook toward life, knowing that children are easily influenced by the teacher's attitudes, ideals and values.

17. She is physically strong and energetic, ready for life in the kindergarten which, at best, is taxing.

18. She has challenging ideas and the initiative to implement them.

19. She appreciates creativity and originality in her children, recognizing that the five-year-old needs a continuous outlet for these traits.

To all of this may be added another dimension. Today's teacher of the young should have some specialized training and, preferably, certification in the specific area of Early Childhood. Keeping abreast of the trends, philosophies and research in this field demands continuing education and is almost vital to the success of any kindergarten program.

TRAINING PROGRAMS FOR EARLY CHILDHOOD EDUCATION

No two institutions set up identical programs for the education of students, but the following study program shall be used as a guideline for developing a more specific early childhood curriculum:

First Four Semesters

English
Speech
History
Geography
Natural Science

Psychology
Sociology
Human Development
Health
Physical Education

Art
Music

Second Four Semesters

* Child Psychology
The Exceptional Child
Tests and Measurements
Statistics
* Sources and Use of Visual Aids

The Child and Society
Health and the School-Aged Child
The School and The Community
Parent-Teacher Relations

* Early Childhood Education (theory and principles)
* Organization, Administration and Participation in Nursery-Kindergarten Education
* Directed Teaching in the Kindergarten
Current Trends
Curriculum Development

* Children's Literature
* Arts and Crafts
* Music, Games and Play
* Creative Activities
* Physical Education for Children

Teaching of: Social Studies
Language Arts
Primary Science
Mathematics

Other courses might be chosen from any of the following areas: Art, Music, The Humanities, Literature, Psychology, Languages, Philosophy, Sociology and the pure sciences.

* These courses should be required of all majors in the early childhood curriculum.

The rest of the courses are suggested from the general elementary education curriculum.

SUGGESTED EQUIPMENT FOR KINDERGARTEN

Basic Equipment:

1. Tables for children - one table for every 4 or 6 children. (One table should be lower than the rest to accommodate very small children.)
2. One chair (scaled to size) for each child.
3. Refrigerator (unless room has access to a cafeteria).
4. Teacher's desk and chair.
5. Piano (on a dolly, if possible) and stool or chair.
6. Record player, records, projector, rhythm instruments.
7. Workbench and tools (hammer, saw, pliers, screw driver, nails, soft wood).
8. Metal cans for used milk cartons (unless glass containers are used).
9. Two wastebaskets (large).
10. Flag.
11. Easel (two or more).
12. Large blocks (wood or heavy cardboard).
13. Doll corner equipment - stove, sink, cupboard, table, 4 chairs.
14. Cabinets or shelves for toys and other equipment.
15. One large table for painting or display use.
16. Corkboard display space.
17. Bookcase or book display rack.
18. Equipment for resting.
19. Broom, bucket, dust pan, sponges, cleanser, soap, extra paper toweling.
20. Sandbox, if desired.
21. Hot plate.
22. Paper cutter.

Large Toys:

1. Rocking boat.
2. See saw (indoor).
3. Wagon.
4. Tricycle.
5. Climbing gym.

Suggested Small Toys:

1. Unbreakable dolls.
2. Doll carriage and covers.
3. Ironing board.
4. Toy telephones (2).
5. Cooking utensils.
6. Table service.
7. Cleaning equipment - broom, mop, dust pan.
8. Wood trucks, buses, airplanes, fire engines, boats, trains, etc.

9. Tinkertoy.
10. Lincoln logs.
11. Constructo toys.
12. Puzzles.
13. Balls of various sizes - 5", 8", 10".
14. Jump rope.
15. Rubber or plastic animals.
16. Garden tools.
17. Toys with mechanized parts - screws, bolts, nuts.
18. Peg boards.

Science Equipment (Optional):

1. Aquarium.
2. Terrarium (glass tank).
3. Cages for animals.
4. Glass jars for specimens.
5. Magnifying glass.
6. Prisms.
7. Magnets.

Teacher's Materials:

1. One pair 10" shears.
2. Stapler and staples.
3. Paper punch.
4. Masking tape.
5. Scotch tape.
6. Straight pins, safety pins.
7. Yardstick.
8. Foot rule.
9. Two boxes cleansing tissue per month.
10. Magic markers.
11. Paper clips.
12. Paper fasteners.
13. Pencils.
14. Rubber erasers.
15. Chalk and eraser for blackboard (if the kindergarten has one).
16. Desk waste basket.

Art Equipment

Essential

1. Large crayons, preferably wax, 2 boxes per child per year.
2. Tempera paint (moist).
3. Finger paint.
4. Paste (Stixit or equivalent).
5. Glue.
6. Clay (moist).
7. One scissors per child (heavy forged steel, 5", clip point).
8. Three pairs left-handed scissors.
9. Six sharp-point scissors.
10. Sponges for cleaning.
11. Clips to attach paper to easels.
12. Water colors, pans.
13. Water color brushes, No. 6.
14. Brushes - 2 dozen 1", 1 dozen ½".
15. Containers for paints.
16. Paper:
    - Bogus paper, 18" x 24".
    - Newsprint, 12" x 18".
      18" x 24".
    - Plain manila, 9" x 12".
      12" x 18".
    - Colored construction paper, 9" x 12", 12" x 18".
    - White drawing paper, No. 60, 12" x 18", 18" x 24".
    - Oaktag, plain and colored.
    - Mural paper.
    - Gloss paper for finger painting.
    - Large colored construction paper, 24" x 30".
    - Poster board. 22" x 28".

Optional

1. White, pink crayons.
2. Sponges for sponge painting.
3. String.
4. Yarn.
5. Plaster of Paris
6. Paper plates, 6", 8".
7. Paper bags - white, brown.
8. Individual paste jars.
9. Paste brushes.
10. Corks.
11. Tissue paper, white and colored.
12. Crepe paper.
13. Spray paint, silver and gold.
14. Snow spray.
15. Wallpaper.
16. Sandpaper.
17. Pipe cleaners.
18. Tongue depressors.
19. Cotton batting.
20. Felt.
21. Gold, silver, red, green, blue glitter paper.
22. Several boxes of brilliant colored crayons (24 crayons per box).

CRITERIA FOR EVALUATING A GOOD KINDERGARTEN

Please check the items as follows:

Check column 3 if you consider the item an excellent aspect of your program.
Check column 2 if you would consider the item as average.
Check column 1 if you feel this item is in need of improvement.

<u>The Children</u>:

		3	2	1
1.	Are constructively active.			
2.	Have opportunity to devise and to implement daily plans.			
3.	Are recognized for their contributions, however small.			
4.	Are encouraged to exercise individual initiative and development of personal talents.			
5.	Are willing to assume a share in group responsibility.			
6.	Are exposed to a wide range of opportunities for individual choice.			
7.	Are helped to develop a wholesome self-image.			
8.	Are expected to display expanding self-control and self-discipline.			
9.	Show evidence of intellectual stimulation and development.			
10.	Have opportunity for daily sensory use.			
11.	Are encouraged to discuss and express ideas, (They are <u>seen</u> and <u>heard</u>).			
12.	Are provided for in terms of their own rate of development.			
13.	Are the core of the program (as opposed to a content-oriented schedule).			

The Room:

	3	2	1
1. Has an enrollment of 24 (plus or minus 6).			
2. Provides a minimum room space of 35 square feet per child.			
3. Has adequate bathroom facilities proportioned to the child's size.			
4. Is well-lighted and ventilated.			
5. Has furniture adjusted to the sizes of the children.			
6. Has individual lockers for children's materials.			
7. Has adequate cloakroom facilities.			
8. Has storage space for large and small equipment.			
9. Has a teacher's closet and workroom.			
10. Has a drinking fountain and sink.			
11. Has adequate display space.			
12. Provides or has access to audiovisual equipment.			

The Administration:

1. Includes the kindergarten in a total school program of organization.			
2. Views the kindergarten as the first step in a continuum of learning.			
3. Believes the kindergarten teacher is just as important as any other member of the faculty.			
4. Includes the kindergarten children in school functions whenever feasible.			
5. Visits the kindergarten to understand and evaluate its program.			

	3	2	1
6. Permits the teacher to select classroom materials.			
7. Consults with the teacher on matters involving kindergarten.			
8. Helps develop good home-school relationships.			

The Teacher And Classroom Management:

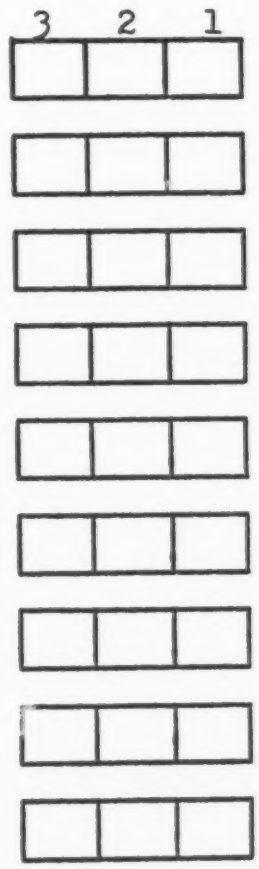
1. Follows a philosophy that is consistent with child development and growth.			
2. Surrounds the children with IDEAS, not things.			
3. Employs a positive approach to children, recognizing that small successes foster greater ones.			
4. Recognizes and provides for individual needs and interests.			
5. Maintains an atmosphere of "disciplined freedom" in which there is ample opportunity for individual choice but sufficient discipline to maintain reasonable control.			
6. Uses kindness but firmness in terms of setting limits.			
7. Encourages self-control and self-discipline.			
8. Judges children individually in terms of their maturity and background of experience.			
9. Views behaviors in the light of child development and growth; maintains a perceptive eye toward children that may need special guidance or emotional help.			
10. Makes children "stretch" in terms of vocabulary and understanding.			
11. Develops a feeling of trust between the children and herself.			
12. Regards children as friends and appreciates them for what they are; recognizes and values the sensitivity of human personality.			
13. Keeps frequent communication with parents.			

	3	2	1
14. Helps children to "help themselves" in work and play.			
15. Makes wise use of resource people and aides.			
16. Provides some freedom of decision, some time to follow explicit directions.			
17. Realizes that each child has his own time-table of development and acts accordingly.			
18. Is seen but seldom heard.			

The Program:

1. Recognizes and attempts to meet the individual needs of the child - socially, mentally, emotionally and physically.			
2. Provides equal opportunity for all children to develop communication skills through:			
- Discussions.			
- Conversations.			
- Telling stories.			
- Relating news.			
- Making announcements.			
- Giving reports (i.e., Show and Tell).			
- Dramatizing.			
- Role playing.			
- Choral speaking.			

3. Encourages creative activity and freedom of expression in many media:



- Art.
- Crafts.
- Music.
- Rhythms.
- Dance.
- Individual play.
- Group play.
- Language experiences.
- Science experiences.

4. Maintains a regular but flexible schedule subject to change at the discretion of the teacher.

5. Fosters a sense of responsibility to self and to the group.

6. Provides for the daily and the continuing physical needs of the child.

7. Is conducive to wholesome group living.

8. Provides supervised outdoor activity.

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